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## Report on the Self-Study Workshop - April 2, 1968

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REPORT  
ON  
THE SELF-STUDY WORKSHOP

The Riviera Motel  
Atlanta, Georgia  
March 18-20, 1968

Presented By

G. L. SMITH

To The

President

and

Steering Committee

of

Prairie View A. and M. College  
Prairie View, Texas

April 2, 1968

THIS SELF-STUDY IS THE MOST IMPORTANT EFFORT  
THE INSTITUTION HAS EVER MADE



## THE SELF-STUDY WORKSHOP

The Riviera Motel  
Atlanta, Georgia  
March 18-20, 1968

Dr. Eldridge E. Scales, Director of Research, Commission on Colleges, Southern Association of Colleges and Schools presided over all sessions of the workshop.

Dr. Felix Robb, Director of the Association was presented. He extended a cordial welcome to all of the participants.

Dr. Gordon Sweet, Executive Secretary of the Association was presented to the group. He stated that all the evaluation teams will be composed of our peers and are good people who are interested in quality education. These evaluations are opportunities to set standards on each campus for the next ten years. These standards should be what would be desired on any college campus. The accreditation standards suggested by the Association are minimum and are not meant to be exhaustive. Each institution must re-examine its purpose and state it so that it relates to the educational needs of its clientele.

The projections are most important and should be realistic for all races with a design in a new direction.

There has not been very much progress made by agencies in closing the educational gap between the white and Negro colleges. The Negro colleges must accept the challenge to close the gap. It is most important for the Negro colleges to know where they are going and how they are going to get there.



Purpose and Organization and Administration  
Dr. S. M. Nabrit  
Southern Fellowships Fund

The schools do not have any programs of indoctrination of trustees to acquaint them with the colleges. They could make better decisions if they knew the institutions and especially if they were aware of their duties and responsibilities.

In public institutions, new commissions have negated the powers of the boards. The line of authority is: President of the College → Commission on higher education → Legislature who has the final decision on finance.

Who will decide which institutions become Universities?

Boards are supposed to select the chief executives of the colleges. Listed here are the traits necessary for a chief executive to possess. Educational vision, social consciousness, business acumen, love for people, a scholar, We not I, patience of Job, strength of Sampson, knowledgeable of educational principles, a christian. (Note - The board finally gives up on locating a person with all the above traits and hires someone to head the institution).

The faculty is the key to the entire university. It determines the curriculum, credit for courses, procedures for instruction, personnel to be employed and has the responsibility for the operation and administration of the institution.

The DEAN is a representative of the faculty and should not make policies. The faculty makes the policies. When the dean ceases to be a public representative of the faculty and students, he is dead. Faculty and students'



behavior should be faculty and students' decisions.

There should be channels of appeal for faculty and students.

In general a decision should be made near the point where it must be carried out.

The LIBRARIAN should report directly to the President, however, he should have a faculty committee to advise on the purchase of books and other materials.

Buildings and Grounds, Maintenance, Food Service and Athletics should be under the Vice-President for fiscal affairs.

Alumni affairs and fund raising should be under the Vice-President for development.

Discipline, chaplain, recruiting, admissions and placement should be under student affairs. (Athletics might be placed here). There should be a person who has the responsibility of timing and sending out transcripts.

The public relations office is usually responsible to the President. This office should keep a control calendar for the President.

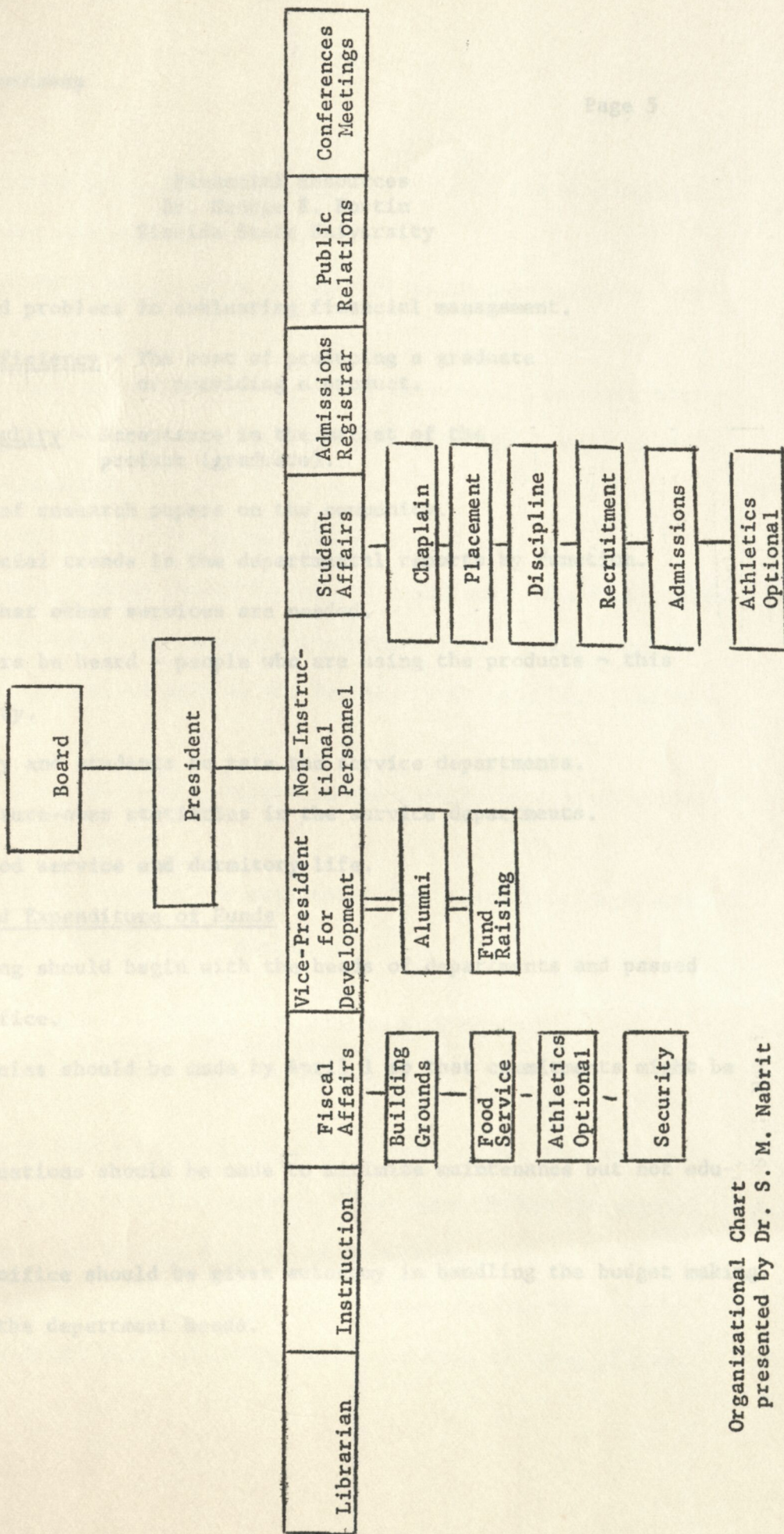
Deans and heads of departments should clarify their roles in budget making. Travel funds to attend professional meetings might be recommended by peers.

The faculty senate should not decide an issue by taking a vote, but should reach a decision by long debate to get total commitment.

Many faculty members live in mortal fear of the President and do not feel free to advise him even when such advice is requested.



CHART I



Organizational Chart  
presented by Dr. S. M. Nabrit



Financial Resources  
Dr. George E. Fortin  
Florida State University

He discussed problems in evaluating financial management.

1. Efficiency - The cost of producing a graduate or providing a product.
2. Quality - Acceptance in the market of the product (graduate).

The impact of research papers on the community.

Study financial trends in the departmental reports by function.

Determine what other services are needed.

Let customers be heard - people who are using the products - this determines quality.

Poll faculty and students to rate the service departments.

Accumulate turn-over statistics in the service departments.

Evaluate food service and dormitory life.

Budget Making and Expenditure of Funds

Budget making should begin with the heads of departments and passed to the dean's office.

Salary policies should be made by April 1 so that commitments might be made.

Budget allocations should be made to minimize maintenance but not education.

The dean's office should be given autonomy in handling the budget making process through the department heads.



Budget categories for central purposes should be as few as possible. Lump sum allocations are very good.

The business office should never be allowed to decide whether or not a department needs an item.

There should be a policy established to produce checks on short notice. A two hour notice is suggested. Perhaps the department head might make the purchase and be reimbursed.

Maintenance requests should be answered within 24 hours.

Campus bookstore profits should be kept at a minimum. The institution should encourage off-campus places for the purchase of books and supplies.

Auxiliary enterprises managed by the fiscal office have high profits and student morale is low.

Fiscal reports should be distributed to the faculty or several copies might be placed in the library.

Publicly supported institutions must follow all state laws regarding expenditures involving appropriated funds.

Departmental Studies and Educational Program  
Dr. Alfrend Neumann  
University of Houston

The departmental Self-Studies allow the opportunity for the staff to participate in making the decision on what is important within the department. Things should not be done because of traditions.

The programs of a department should include teaching, service and research. The Self-Study should show where the emphasis is being placed.



However, the Self-Study should reveal more than statistical data such as; number of students enrolled, number of courses taught, number of graduates etc., but should show the philosophy and spirit of the institution. Each department needs to find its own special function, find the program which is right for the department and promote it with vigor.

The Self-Study should ask:

Where have we been?

Where are we?

Where are we going?

How and when are we going to get there?

The departments should keep in mind the goals of the institution and have programs that relate to those goals.

The way should be clear for orderly changes when necessary and the fear of change should not exist.

Departmental Self-Studies should point up the fact that the Heads do not rule the departments but govern by mutual decisions in which at least the staff was involved.

A Self-Study can give a faculty a role of which it has not been cognizant. It should be taken seriously and personally by each staff member. The faculty should understand that the self-study will be written by them and for them and will be evaluated by their peers.

A Self-Study might give the faculty certain advantages or leverage on campus especially in evaluating administrative procedures. It might serve as a safety valve for pent up energies, but must never be used for general gripes.



Lazy and incompetent people should not be permitted to ruin the Self-Study by not becoming involved. The best talent at the College should be allowed to have the responsibility of writing the report.

Recommendations might well be implemented prior to the visit of the evaluating team. With the Self-Study, the staff has the opportunity to justify the existence of the department. If the department decides that it would cost too much to build up the physical facilities needed to promote the program, the department should be discontinued and students sent to the nearest location where the program is offered.

When faculty and students are involved in the Self-Study, be prepared to allow them to participate in the operation of the school later. There is no valid reason why a department head may not serve as chairman of his Self-Study, however, he does have the opportunity to whitewash the report.

The chairman of any Self-Study Committee should be a person who is respected on campus and who can get this done.

The members of the Steering Committee should not have to worry about jobs on finance because they have to make unpopular decisions. The final departmental Self-Study report should have staff consensus.

#### Students and Student Personnel

Thomas E. Hawkins  
Hampton Institute

There are five areas to consider in preparing a Self-Study on student personnel.

1. Preparing a self-study should be a learning process.
2. Include all the staff and students.



3. All student personnel staff should participate.
4. Report all the good and admit to the bad.
5. Be truthful and project goals which can be achieved.

The student personnel staff and students should do the Self-Study.

Prepare a chart to show line of authority.

The following guidelines are of value in preparing the Self-Study.

1. State objectives clearly and show how the objectives are to be achieved.
2. Keep personnel records current.
3. Evaluate testing program in terms of student development and growth.
4. Project the program in light of what it is supposed to achieve and in light of the purpose of the college.
5. Indicate how residence halls programs fulfil the objectives.
6. Evaluate disciplinary procedures in light of student rights. (Use copy of Students Bill of Rights).
7. Show how the food and health services are contributing to the welfare of students.
8. State how student government is related to the general personnel program.
9. Express the relationship of student personnel and the alumni. Are there pre-alumni clubs?
10. Explain program of financial aids and scholarships for students.
11. Indicate what research is in progress to improve personnel services.
12. Describe the relationship of the office of placement to the student personnel program.



13. Who makes the final decisions regarding students on campus?
14. Explain how faculty might be over-night guests in residence halls and/or guests at meals.

Faculty  
C. Benton Kline  
Agnes Scott College

The committee on faculty should be a large group of faculty, trustees (at least one) and alumni. It is doubtful if students or administrators can be helpful on this committee.

#### Suggested procedure

1. Outline faculty organization for carrying out the educational function.
2. (a) List faculty according to rank.  
(b) List faculty by age and rank.  
(c) Chart faculty personnel by individual names, rank, highest degree, teaching field and length of service at Prairie View A. and M. College.
3. Show figures on faculty turn-over for the past ten years.
4. Describe how the faculty is organized for business (Senate, Committees such as Curriculum, Admissions, Library).
5. List factual data on salary ranges for past five (5) years.
6. Tell how the faculty, as a whole, is involved in studying itself. By questionnaire? Other.
7. Describe the recruitment process. How did it look to you when you came?



8. Discuss the following frankly:

- (a) Faculty powers
- (b) Committee appointments and structure
- (c) Faculty meetings
- (d) Faculty handbook
- (e) Policy of institution on attending conferences and professional meetings etc.
- (f) Faculty leaves (study, illness, travel).
- (g) Policies on tenure, promotion, working conditions (Office space, light, heat, hours, etc.).
- (h) Fringe benefits and salary ranges.

9. Faculty evaluation: On what basis do you judge yourself and by whom? Suggest a system for faculty evaluation.

10. What three things contribute most to good faculty morale?

11. What three things detract most from good faculty morale?

12. What things not covered in the Manual nor in a questionnaire affect your job most?

13. NOTE. The Association has no policy on faculty projections nor teaching loads.

Planning for the Future

Dr. Eldridge E. Scales

Southern Association of Colleges and Schools

There are five areas to which much attention should be given - Faculty, Resources, Students, Instruction and Administration. Select major problems and center around them. Summarize departmental and principal committees' projections.

Show the major areas that are to be projected in 1 - 5 years and 5 - 10 years. Assign priority to projections.

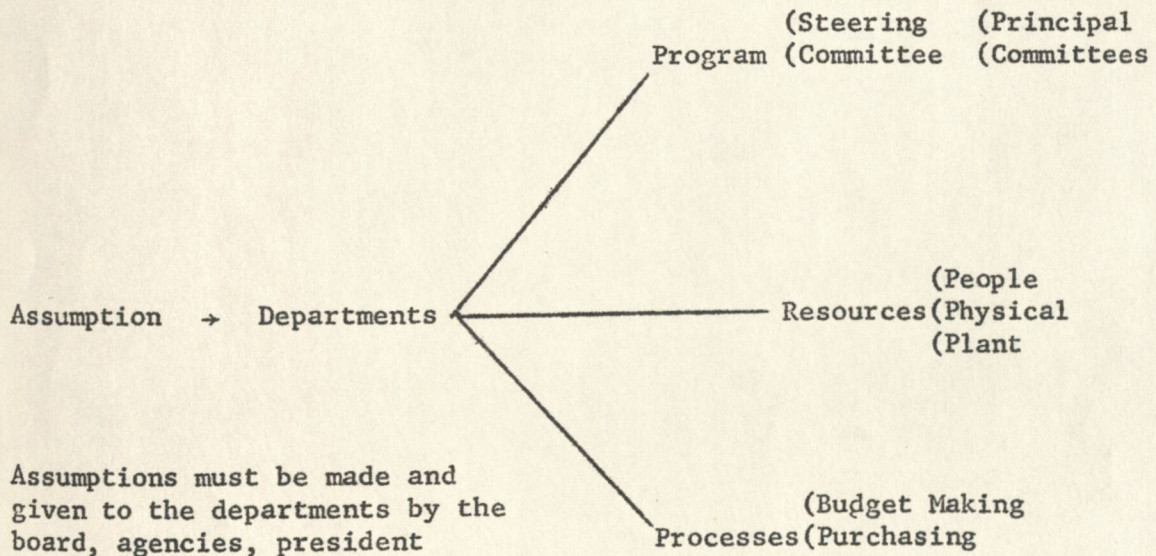
The only plan that has a chance at success in the predominantly Negro College is for the institutions to get some vice presidents and development



officers and allow them to function. These officers should know the program needs and projections of the college. They have authority and should be persons who can be respected.

There is a difference between projections and recommendations - recommendations might simply bring the institution up to par--projections should move the institution forward.

A diagram was suggested for making projections.



One participant expressed appreciation to the Association for conducting the workshop and stated that all institutions should follow the formula of the Five "P's" (P P P P P) in getting ready for the visiting team.

PRIOR - PREPARATION - PREVENTS - POOR - PERFORMANCE

Prairie View Participants - C. L. WILSON  
G. L. SMITH